Women's Studies
at UMass Boston

Celebrates

25

Years

1973-1998

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October 28, 1998

To Friends and Supporters of Women's Studies
at the University of Massachusetts Boston:

Among the important movements of our era, women taking their rightful place in the larger world is among the most significant. When I see women bring their full talents and capacities to positions of responsibility in government, corporations, and universities, I know we are moving in the right direction.

My entire career I have worked for a larger presence for women. It is close to my heart. I am proud to lead a university that so often finds women well represented on its faculty and staff as well as among its students. A professional historian, I know, too, that social change needs intellectual support. It needs brilliant research. It needs us to put forward truths too often hid in the shadows. It needs creative change in the conceptualization of who we are. It needs--we need--the contribution of first class minds to give us all, men and women, a new lens through which to see ourselves.

What better place to take a lead in this than the University of Massachusetts Boston! Our embodiment of diversity would not be complete without our forthright pursuit of equality for women, pursuit especially through the unique contributions an intellectual community can make. So on this, our 25th anniversary of Women's Studies, I send my warmest congratulations to everyone who has played a role in giving us this program of distinction, my thanks to all who have joined in creating it, intellectually, financially, in so many ways.

Most especially, on this landmark occasion, the silver anniversary year of Women's Studies at the University of Massachusetts Boston, I celebrate the Women's Studies Founders' Award Fund and your bringing it to the endowment level. In ensuring the financial stability of the award, you assure that we will give formal recognition to distinguished achievement for years to come, that we will continue to celebrate this work that so deeply merits our applause. May the next 25 years do honor equal to the first 25 and to the vision we all hold.

Most sincerely,

Sherry H. Penney
Chancellor

From the Program Director

Those of you who know us best will realize that we tend to celebrate our anniversaries either a year too early or a year too late, but this time, I think we've got it right. After several years of course development by individuals in many departments, the Women's Studies Program began to offer an academic concentration in the fall of 1973, and Ann Froines was hired as Coordinator in January 1974. Counting from the academic year 1973-74, then, the program has reached its silver anniversary year.

The program has grown and evolved in many ways in this quarter century. We grew to five full-time faculty lines; we evolved from a concentration into a full-fledged academic major (with a minor); and we have continued to develop our curriculum in response to new student and faculty interests (always constrained by resource realities, of course!). Through all the changes, we have remained dedicated to the best goals of feminist education, still enunciated in our handbook:

· To bring the history and critical perspectives of women of different cultures, races, and social classes into the university curriculum;

· To stimulate and support new, nonsexist research and writing on women and gender by students and faculty;

· To help promote a nonsexist university environment.

In this commemorative booklet, we highlight some of the milestones and memories of many people associated with UMass Boston's Women's Studies Program over the years.

On behalf of the faculty and students of the past, present, and future program, I am delighted to acknowledge in particular the foresight and generosity of Professor Emerita Mary Anne Ferguson, one of the program's faculty. It was Mary Anne who first urged us to establish the Women's Studies Founders' Award Fund as a way of helping us recognize publicly the academic excellence and social commitment of our energetic and talented graduates.

Long may we all continue to thrive in this always challenging, always changing project of feminist education in the Boston area for the many!

Jean Humez

UMass Boston Women's Studies Turns 25 (Highlights from Our History)

What follows is an impressionistic overview of our program's first twenty five years, derived in part from our archives and in part from our collective recollections, and written by the current program director. As with any celebratory institutional history, it makes no claim to objectivity. Our aim is to look back at the main lines of our growth and development, and in so doing to acknowledge many of the individuals who have contributed to the building of the program over time.

We gratefully acknowledge the work of our first archivist, UMass Women's Studies/Sociology graduate dian fitzpatrick who, in the mid-1980s, created program archives out of our old files. If we have inadvertently omitted names or contributions in this overview, we hope to be forgiven the lapse of memory and to be reminded of what we have forgotten. We promise to remedy the error on the next appropriate commemorative occasion!

Origins and Early Days: The Seventies

Women's Studies began as a curriculum and higher education institutional reform movement, in the heady days of the late sixties and early seventies, when feminist activists all over the country were questioning gender inequities in educational institutions, along with the construction of academic knowledge that allowed such gender inequities to seem "natural" or "inevitable."

The program at UMass Boston was one of the very first to be established in New England. Our archives show that back in the early seventies, when the young, vibrant UMass Boston (founded in 1965) was still located downtown in Park Square, faculty from its humanities and social science departments had already developed a wide array of courses on women and gender. It was a combination of this early curriculum development (1969-72) and other work on equity issues affecting women employed at the university, that spurred the development of a UMass Boston Women's Studies Program.

By 1972, at least thirteen separate courses had been developed. Among the faculty members who taught in the earliest years were Renee Arb (Art), Nina Alonso (English), Barbara Ayres (Anthropology), Larry Blum (Philosophy), Martha Collins (English), Linda Dittmar (English), Mary Anne Ferguson (English), Linda Gordon (History), Joey Horsley (German), Linda Hunt (English), Janet Kohen (Sociology), Joan Liem (Psychology), Paddy Quick (Economics), Ann Popkin (Sociology), Jo Ann Preston (Sociology), Suzanne Relyea (French), Ron Schreiber (English), and Mary Stevenson (Economics). Mary Anne Ferguson served as coordinator of this curriculum development work, and was involved in the creation of a team-taught course to which four faculty members contributed. Mary Anne also obtained a grant from the National Endowment for the Humanities to support the development and evaluation of this new Women's Studies curriculum.

In addition to the curriculum development work and teaching, the early days involved campus organizing, especially among women students, faculty, and staff. (Among the several goals of this organizing was the creation of a campus child-care center.) A student-faculty committee of the Women's Association at UMass Boston created a proposal for a Women's Studies concentration in the fall of 1972. This committee secured hundreds of supporting signatures on a petition favoring the development of a program to the University Assembly and administration. A student-faculty Women's Studies Program Advisory Board was elected to oversee program development (original student board members included Penny Fox, Rami Merlin, Janet Yardley, and Jane Zeller), and the final approval of the proposal came in the spring of 1973.

The program began to offer a Women's Studies concentration (18 credits) in the fall of 1973, with Professor Linda Gordon and student Janet Yardley acting as co-chairs of the advisory board during this first semester. Ann Froines began her work as the first academic program coordinator in January 1974. Among the first tasks of the new coordinator and advisory board was to provide for a core group of interdisciplinary courses. In 1974-1975, with the support of new advisory board members Joey Horsley and Joan Liem, recruitment for the first faculty line to be based in the Women's Studies Program was authorized by then-provost Robert Spaethling. Jean Humez, then in the English Department of Boston University, was hired as an assistant professor in Women's Studies at UMass Boston, in January 1975. The first program-based (interdisciplinary WoSt) courses developed by the Advisory Board—*Women and Society* and *Feminist Thought*—were offered that spring by Jean. In April 1975, the program sponsored a well-attended campus-wide conference.

In the late seventies and early eighties, the two program-based faculty members (Ann and Jean) worked diligently on curriculum development, program development and outreach work, supported by a student-faculty Advisory Board and other participating faculty, staff, and students. Jean developed courses related to her own literature training and interdisciplinary humanities research: *Twentieth Century Women Writers, Women, Art and Social Change,* and *American Women's Autobiographies.* Ann developed the *Internship Seminar,* as well as a course *on Women in the Third World,* and a course then titled *Politics of the Women's Movement* (now *Women and Public Policy*).

This was a time of very rapid growth of Women's Studies nationally and regionally, and we were involved in that process as well as with on-campus work. In 1976, the New England Women's Studies Association (NEWSA) was founded; Ann, a founding member, served on NEWSA's steering committee from its inception through 1990. Ann, Jean, Mary Anne, Pam Annas, Linda Dittmar, Mary Kay Cord ll, Marilyn Richardson, and others, along with some of our students, attended and made presentations on curriculum, pedagogy, and research at annual NEWSA conferences, and frequently at NWSA (National Women's Studies Association) conferences as well.

Growth and Evolution of the Faculty Strength in the Eighties

Jean Humez's successful tenure review (1981-82) was among the first cases nationally of tenure being awarded in an autonomous interdisciplinary Women's Studies Program. Ann's leadership of the program, as well as the skillful work of ad hoc tenure committee members Mary Anne Ferguson (English, Chair), Linda Gordon (History), Susan Gore (Sociology), Joey Horsley (German), Jane Martin (Philosophy), Mary Stevenson (Economics), and Mary Helen Washington (English) were recognized by the university at the time, and are acknowledged gratefully by program director Jean Humez this year!

In 1982-83, the program was able to take advantage of the merger of UMass Boston and Boston State College to expand to four faculty lines. Catherine Manton (formerly in Psychology, Boston State College) and Elaine Morse (formerly in Anthropology/Sociology, Boston State College) joined us, enabling us to expand our interdisciplianry curriculum to include social science perspectives, and of course also to offer twice as many sections of WoSt courses. Catherine developed new courses drawing on her training, such as

Dynamics of Discrimination and *Feminist Therapy*, and later *Women and Aging* and *Food and Feminism*.. Elaine helped us increase the diversity of our offerings by developing and regularly teaching *Women in African Cultures, Native American Women*, and *Women in Pre-industrial Society*.

Estelle Disch (Sociology) was another of many fine faculty members who came to UMass Boston from Boston State at that time. Estelle and Betsy Useem (also Sociology) taught the *Sociology of Sex Roles* course for many years; later Estelle developed the *Sociology of Urban Social Services Seminar*, which some of our students use as an alternative way of completing the internship requirement.

Other department-based faculty taught key Women's Studies courses in their own departments year after year. In History, there was Linda Gordon (who developed and regularly taught three women's history courses) and Renee Watkins (who taught one of these courses after Linda's departure in the mid-eighties). In Economics, Mary Stevenson (who had developed *Sex-segregated Labor Markets* in the pre-program days, and continued to teach in regularly) was joined by Elaine Donovan (who taught *Women's Economic Roles*).

Classics had both Emily McDermott (who developed *Women in Greek and Roman Literature* and *Heroines of Greek Drama*) and Nancy Zumwalt (who offered a mythology course). Keitha Fine (Political Science) had a course on *Women and Revolutions*, for several years. Joan Tonn (College of Management) offered *Issues for Women in Management*. Joan Liem (Psychology) continued to offer her *Psychology and Women* course regularly until her heavy involvement in the Ph.D. program made it impossible to do so; later Laurel Wainwright taught this course several times. In the language departments, courses on women in different literatures and cultures were offered by Maria-Louise Osorio (Spanish), Fiora Bassanese (Italian), Diana Burgin (Russian), Joey Horsley (German), and Suzanne Relyea (French).

The Philosophy Department was one of the most active in building the early department-based curriculum. Larry Blum taught *Equality* from the earliest days, and he continued to participate in the program for many years. Several Philosophy Department faculty members were involved in developing *Philosophy and Feminism*, first taught by Janet Farrell Smith in the late seventies, and from 1979 on by Jane Martin. Janet also created a section of *Moral Issues in Medicine* which focused on women's issues, and Jane went on to develop *Feminism and Education*. Later, we asked Jane to teach *Feminist Thought*, which she did until her retirement. Roma Farion has taught

the Philosophy Department's Women's Studies courses on several occasions over the years, and important related courses have been offered by Karen Fiser and Jennifer Radden.

A party at Jane Martin's house, 1982-83. Second row center: Jane Martin; lower left: Debra Mayfield, individual major 1983.

The English Department was a most prolific early and continuing source of department-based Women's Studies courses, as well as faculty support for the program. Mary Anne Ferguson, Linda Dittmar, and Pam Annas each taught the Humanities course *Images of Women in Literature* many times. English Department courses approved for the Women's Studies curriculum included *Contemporary Women Poets* (Martha Collins, Connie Veenendahl, and then Pam Annas), *Literature of Courtly Love* (Monica McAlpine), *African American Women Writers* (Marilyn Richardson, and then Mary Helen Washington), *Women and Men in Nineteenth-century Literature* (Linda Hunt, Louise Dunlap, Louise Smith, and later Libby Fay) and *Gay and Lesbian Literature* (Ron Schreiber, with assistance from Leslie Cagan and others). Ron's course was for many years the only one in the curriculum focused entirely on gay and lesbian lives and culture. Gill Gane and Joan Lidoff were also energetic members of the English Department's Women's Studies curriculum development group in the early days.

Curricular and Programmatic Emphases in the Eighties

We made at the outset , and continually renew, a strong commitment to promoting a multicultural perspective on gender within the Women's Studies curriculum. This commitment has been expressed in the selections of readings and topics within our own interdisciplinary courses. It also marks our collaborative curriculum development work with department-based faculty, various activities in relation to building and maintaining support for the diversity requirement, and our service on search committees and personnel committees in other programs and departments.

In the early eighties, we recruited Barbara Smith as an Assistant Professor (1980-81). Unfortunately for us, she made the decision to leave academia to pursue full-time her work as activist and writer. She later went on to found the Kitchen Table Press, and her writings and presentations on Black Feminist Theory were highly influential as the field of Women's Studies began to develop more complex conceptualizations of gender in relation to race and class.

We worked with Mary Ann Alexander, then based in University Advising, on the development of a two-course sequence on the history of African-American Women to be taught through the Black Studies Department (now Africana Studies). Mary Ann taught the courses several times before she accepted a position at Lesley College (Later, in the nineties, Kibibi Mack-Williams revived the course as a one-semester survey.)

Another important commitment of the program has been to the integration of Women's Studies perspectives throughout the liberal arts curriculum. This has meant that much of our time and attention has been devoted to the college's core curriculum development. All full-time faculty based in the program regularly offered multiple sections of our two introductory core courses in the eighties. These not only served general education purposes for the college, but also frequently enabled students who had not previously given much thought to gender issues to discover the relevance of Women's Studies to their own intellectual and personal lives.

Joey Horsley (German/Modern Languages) played a leadership role in helping the Women's Studies Program make very substantial contributions to the first Core Curriculum. She developed *Women, Culture and Identity*, as well as the intermediate-level *Women in European Thought and Literature*. During most of the eighties, Joey regularly contributed about half her teaching time to the interdisciplinary WoSt curriculum, largely through offering these core courses.

We were fortunate in being able to attract several wonderful part-time faculty members during the eighties. Mary Kay Cordill, a sociologist specializing in the sociology of health care systems, developed and began regularly teaching our popular *Women's Health Care* course, as well as related mini-courses (*Women, Work and Stress*; *Women and Addictions*). Karen Lindsey, Boston-area feminist poet and writer, student of media/pop culture, and soap opera analyst par excellence, began to teach Jean's *Women and Media* course regularly in the summers. (Gail Dines also taught this course once or twice before going on to her present appointment at Wheelock.) Polly Kaufman, who had completed one career in the Boston Public Schools before earning a doctorate, and who is one of the founders of the Boston Women's

History Trail, taught women's history courses. Many other fine teachers were with us for longer or shorter periods in the seventies and eighties, including Wini Breines, Chris Butler, Ardis Cameron, Laurie Crumpacker, Emily Culpepper, Eugenia Kaledin, Peggi Perry, Carol Robb, Kate Rushin, and Melanie Zybala.

Several department-based faculty members helped us add new courses to the program-based WoSt curriculum during the eighties. Pam Annas developed an innovative composition course called *Writing As Women* for the Women's Studies program at this time, and she has taught it regularly ever since. Linda Dittmar created her two feminist film theory courses, *Images of Women in Film* and *Women Film Directors* (still among the very few such courses offered anywhere in the country). Kathleen Sands (Study of Religion) developed the *Feminist Theology and Spirituality* course (which is now a vital part of our regular offerings).

Several department-based faculty members joined us at this graduation party, May 1990. Back row: Jean Humez, Theresa Fougere, Pam Annas, Catherine Manton, Lois Rudnick; front row Ann Froines, Estelle Disch, Elaine Morse.

Other department-based faculty contributed "related courses" to the curriculum in the eighties. These helped broaden our range and enabled our students to consider gender issues in the context of other social problems. Among faculty who offered related courses were Jeremiah Cotton, David Hunt, Tim Sieber, Esther Kingston-Mann, and Nancy Stieber.

The Bachelor of Arts Proposal

The development of a full-fledged academic major became possible with the level of faculty participation we had achieved by the early eighties. At this time 22 faculty regularly contributed courses to our curriculum, and we were already the size of a small department. Students had been using the Individual Major Program of the College of Arts and Sciences to design their own Women's Studies majors, for several years. Among the earliest students to do self-designed Women's Studies majors in this way were: Nancy McKerrow (1981), Doreen Drury and Jane Hamilton (1982), and a bumper crop in 1983 (Terry Marchetti, Debra

Mayfield, Diana Moon, Mary Price, Patricia Smock, Marilyn Stern, Laurie Umansky, and Deb Whippen).

We were encouraged to develop a B.A. proposal by some of our most dedicated and talented students, who wanted to go beyond an 18-credit concentration, and argued that Women's Studies should become a major-offering department. They pointed out how cumbersome the Individual Major system was, and invited us to accept the challenge of placing our young interdisciplinary academic field on a par with older academic fields. In 1983-84, we began the serious long-range planning work, involving many faculty and students, which led ultimately to the development of the major proposal.

Ann Froines and Black Studies faculty member Patricia Turner at a graduation party in May 1987.

It took only one year (1984-85) for the program's B.A. proposal to be approved on all campus levels—in part because we had done a good job with the proposal, and in part because our program was highly respected at the university. However, it took much longer than we expected to get approval at the highest level. It was not until 1989 that the Board of Regents finally approved the B.A., and we began to offer a regular major and minor in Women's Studies in the fall of 1989. During the years in which the proposal sat on the back burner at the Board of Regents, students helped advocate for its approval, by writing letters of support. Chancellor Sherry Penney made its passage one of her priorities when she arrived on campus in 1988, and we are delighted to acknowledge today her early and continuing support for the program, and for educational equity for women more generally.

While we waited for the Regents to act, Individual Majors continued to show their commitment to the interdisciplinary field. In 1986-87 alone, eight students graduated as Individual Majors—Bella Mirzoeff, Rina Neiman, Harriet Beeman, Karla Sundin, Ellen Nylen, Anne Phibbs, Deborah Wellsby, Mary Ann Sardina, and Shizuko Suenaga.

That year the program gave "distinguished service awards" to those Individual Majors who had both achieved a high grade point average and had significant records of service to the program and in social activism generally—an anticipation of the Founders' Award idea later independently proposed by Mary Anne Ferguson.

It was dian fitzpatrick, then a Women's Studies major and our first program archivist, as we remember, who suggested the need for a distinguished service award. dian later took a graduate Sociology degree, and began teaching both Women's Studies and Sociology courses on a part-time basis, becoming one of at least six of our graduates who have gone on to work in feminist higher education! (The others we know of include Doreen Drury (1982), Laurie Umansky (1983), Julia Grant (1983), Helena Ragone (Anthropology / Women's Studies, 1983), Shizuko Suenaga (1987), and Anne Phibbs (Philosophy and Women's Studies, 1988.)

Some of our Individual Majors graduating in 1987, along with friends. Back row: Evelyn Ashford, Jennie (Carlotta) Chartier, Catherine Manton, Elaine Morse, Ann Froines, Jean Humez, Harrriet Beeman; second row: dian fitzpatrick, Rina Neiman, Anne Phibbs; front row: Bella Mirzoeff.

The Founders' Award is really part of the story of the major proposal. When the B.A. was approved, Mary Anne wished us to have a way of acknowledging publicly, at the Honors Convocation before graduation, the academic excellence of our majors. At the same time, she wanted us to recognize our students' continuing commitment to social activism on behalf of women. We gratefully agreed with her. She made an anonymous donation in 1990-91 to get the award program started. Her brief anonymity was ended at a reception we gave to celebrate both the first award recipient, Theresa Fougere, and Mary Anne herself, in May 1991. A festschrift edited by Florence Howe, honoring Mary Anne's role in fostering feminist literary scholarship had come out that spring, with contributions by

Marilyn Richardson, speaking at our celebration of the Bachelor's degree approval by the Board of Regents, Fall1989.

UMass Boston faculty members Nancy Hoffman, Lois Rudnick and Jean Humez, and our party in May 1991 was a doubly festive occasion.

Community Outreach Work in the Eighties

One of the hallmarks of the program here in our urban location has been the value we place on keeping academic Women's Studies work connected with the concerns of women in communities outside academia. The fact that we included an internship course in the requirements for the major reflects this value, as do many of our community outreach activities and courses.

For example, in April 1984, a major conference, *Women and Poverty in Massachusetts*, involving many community activists and organizations, was organized and co-sponsored by Women's Studies Program faculty and students and CPCS faculty and students. Ann Froines, Nancy Hoffman, and Ann Withorn were among the faculty with key roles in shaping this conference.

Another memorable event in which people from our program took a leading role was the *Women Behind the Camera* film directors series, organized primarily by women's studies students Carlotta Chartier and Ellen Nylen, in April, 1987. Screenings of new, experimental work by cutting edge women directors were presented along with public talks by the film directors, to a large audience of Boston-

Linda Gordon, Ann Froines, Jean Humez, Meizhu Lui and Roz Feldberg, at a Women's History Month panel discussion.

area women eager to see women's perspectives informing avant-garde film.

Roz Feldberg, Linda Gordon, Meizhu Lui and Marilyn Richardson, speakers we have sponsored at earlier celebratory events (Women's History Month lectures and panels, and our Twentieth Anniversary celebration in March 1994), have all highlighted the necessity of keeping feminism in the academy connected with the broader political work going on in the community to improve women's lives.

We have been inviting graduates to return to make presentations in our annual "Alumnae Speak" event, an open forum for Women's Studies students. Many have talked about the challenges and rewards of maintaining a commitment to feminist values and activism in the contexts of their later careers. [Janet Fender and Shizuko Suenaga tell their stories in Women's Studies Graduates: the First Generation (Teacher's College Press, 1990).]

An Alumnae Speak Panel, 1994. Speakers, left to right: Mary Preskenis, Carlotta Chartier, Elaine Bierman, Shauna Lee Manning, and Valerie Voner.

New Developments in the Nineties: Growth Through Collaboration

We began the nineties sharing with American Studies both an office and a wonderful new program assistant with a Women's Studies background, our multi-talented and endlessly resourceful Shauna Lee Manning.

Our alliance with American Studies has both personal, intellectual, and programmatic features. Programmatic collaboration began on the undergraduate level in the eighties, when Lois Rudnick of-

fered several courses valuable to our students, including *The New Woman* and *American Dreams, American Realities.*

Undergraduate and graduate collaboration with American Studies has continued and intensified in the nineties. Jean has been doing curriculum development and teaching in the American Studies Program since the early nineties, redesigning the *American Oral History* course as a Women's Studies/American Studies cross-list and offering a new graduate course, *Gender and Sexuality in U.S. History and Culture*, on an annual basis; as well as serving on recruitment committees to replace retiring American Studies faculty with new hires. Both Lois and Judith Smith (who was recruited to replace graduate program director Irving Bartlett when he retired) teach undergraduate and graduate courses in women's social and cultural history.

In another collaboration, the American Studies graduate program became the academic home for the long-established Women in Politics and Government (WPG) graduate certificate program, which successfully moved in 1992 from its former location at Boston College. Encouragement and active support were forthcoming from faculty from Women's Studies (Ann Froines, Jean Humez, Mary Stevenson, and Randy Albelda); from CPCS (notably Ann Withorn); and from American Studies (Irving Bartlett). Support from Chancellor Penney and Theresa Mortimer (Continuing Education) was crucial in moving WPG to UMass Boston. Ann Froines played a guiding role in the early years of the WPG program's existence here, serving on its advisory board, directing student research projects, and working with its director, Elizabeth Sherman, on funding and governance issues. WPG developed the Center for Women in Politics and Public Policy, one of several research and policy centers at the McCormack Institute.

Women's Studies faculty consolidated their space (made two offices out of one) in order to make room for the offices of WPG. We count ourselves lucky to have Jain Ruvidich-Higgins, the WPG's assistant director, as our neighbor on Wheatley-5, where we can consult with her on event planning. We collaborate with the Center on the sponsorship of two Women's Research Forum roundtables each year.

We have continued to rely on the commitment and creativity of many other department-based faculty in the nineties, both those who have been here for many years, and relative newcomers like Libby Fay (English), Sheila Post (English), Patricia Powell (English), Lynne Tirrell (Philosophy)—all of whom have served on our Advisory Board and

offered courses important to our students. Lynne Tirrell has developed a *Topics in Feminist Theory* course that serves as an option for an upper-level Women's Studies major requirement.

Our efforts to maintain connections with other departments help provide new courses or new faculty teaching established courses. Anne McCauley developed *Issues in Feminist Art History*, which serves both Art and Women's Studies majors; Diana Burgin has cross-listed her *Women in Russia* course with us; and Sharon Stichter (Sociology) has regularly taught *Women and Third World Development* as a Women's Studies/Sociology cross-list. Ester Torrego and Reyes Coll-Tellechea (Hispanic Studies) have both served on the Advisory Board, and have begun to think about the development of new courses.

Student Initiated Program Enhancements in the Nineties

A significant enhancement of student networking and mutual support came about when in 1993, the Women's Studies Program's student-to-student Mentoring Program was launched by student Mary Preskenis.

Mary Preskenis, Darlene Solomon, and Elaine Morse.

Through the efforts of another student coordinator, Gail O'Brien, the Mentoring Program became a Registered Student Organization—an important step in its progress toward financial stability. Elaine Morse has provided faculty oversight of this program from the beginning. Many of our majors participate as mentors in this program, and

they have expressed a lot of satisfaction when they look back, at their ability to make a difference for other, especially older, women students at UMass.

In the late eighties and early nineties, several academically talented students expressed interest in deepening their experience with interdisciplinary research, as a way of exploring their interest in graduate training. This led us to develop a two-course senior honors sequence, including a research tutorial and an honors paper tutorial. Janet Mickevich was our first Honors recipient (1993); and we have had two other students complete this rigorous program to date: Jackie Cornog (1997) and Christa Lyons (1998).

Honors recipient Jackie Cornog, Jean Humez, and Ann Froines, at Honors Convocation, 1997.

Student participation on the Advisory Board and its curriculum committee has led to other significant new curricular initiatives in the nineties as well. A student-faculty-staff committee began work in the early nineties on a new, upper-level course that would focus primarily on lesbian and bi-sexual women, and incorporate current gender/sexuality theory as well as political and social issues. Joey Horsley helped secure a curriculum initiative grant from the Chancellor's office for this planning effort, and now the course, titled *Beyond Heterosexuality*, is offered every two or three semesters.

A student who took the *Beyond Heterosexuality* course the first time it was offered later commented, when serving on the Advisory Board, that there was a dire need for a basic introductory course on sexuality and gender. The result of this comment was ultimately a new board-sponsored student-faculty planning effort to initiate a cross-college, introductory sexuality and gender course. Lena Sorensen (College of Nursing), Kathleen Sands (Study of Religion), and Shoshanna Ehrlich (Legal Education Services Center, College of Public and Community Service) are currently putting together a

proposal for a set of linked mini-courses that will provide biological, legal/political, and historical/cultural perspectives on sexuality.

Other Current Collaborative Projects

We have had many important collaborations with individual College of Public and Community Service faculty members over the years, and have often listed CPCS courses as "related courses" for our students, though the differences in the two colleges made it difficult for many students to cross-register. In the past two years, however, we have been working systematically with Shoshanna Ehrlich to develop a sequence of formally cross-listed courses in women's legal issues. The first, *Legal Rights of Women*, is underway this semester, and the second, *Family Law*, will be taught in the spring. We are working collaboratively with the support of our two deans, Neal Bruss of the College of Arts and Sciences and Ismael Ramirez-Soto of CPCS, to see that this innovative course sequence will include linked programming on legal careers for women, and research presentations on women's legal rights topics.

We are also excited about working with Ramona Hernandez, of Latino Studies, on a new course, *Latinas in the U.S.* And as another current joint project, have encouraged Helena Ragone (Anthropology), to develop an intermediate level seminar, *Rethinking Families*, as a cross-list with Women's Studies designed for the new General Education program.

One final "historical" event of the nineties we should mention, as we go to press. We are delighted to announce that in 1997, historian Weili Ye joined the program as an assistant professor in a three-way joint appointment with East Asian Studies and History. Weili's research area is twentieth-century Chinese history, with a developing subspecialty in Women's Studies. She is currently on leave doing research in Beijing, but will rejoin us in the spring to teach *Women in Modern China*.

The Women's Studies Program at UMass Boston now has five program-based faculty members, 58 program-based and department-based courses, and many long-time and new associated faculty based in all four colleges. Our project of integrating feminist education into an urban public university, begun twenty-five years ago by the founders, has been sustained by the passion, stubbornness, hard work, faith, good timing (and good luck) of many former and present colleagues and students, with the help of many administrators. UMass

Boston has proved to be a welcoming environment for twenty-five years, and this gives us great optimism for the future. We look forward to strong continuing community support here, as we continue to help students consider the role of gender in their social, political, and cultural lives.

Party at Elaine Morse's house for graduating seniors, 1998. Back row: Gail Dwyer, Nathan Pyritz, Jacqui Hickey, Lynne Levine, Shoshanna Ehrlich and her daughter Emma; Front row: Tom O'Malley, Christa Lyons, and Elaine Morse.

I Remember. . . . (Reminiscences)

We asked a few of our old friends to supply us with a memory from the early years, or even from the more recent past. Here are the results.

Linda Dittmar (English):

The early, heady days of Women's Studies were an exciting mix of academic breakthroughs and social upheavals for us at our downtown campus. During those raggle taggle days, when UMB had its library in the old Armory and held classes in office buildings and on the grass of the Boston Garden, when we held our anti-war meetings at the John Hancock Hall, and when faculty had offices complete with private baths at what is now the Park Plaza hotel, Mary Anne Ferguson was blazing a path for women's studies. Tillie Olsen delivered a magnificent reading, some female students and faculty took over the Chancellor's office demanding childcare, and yet others banded together in a women's commune.

A nugget of this history is my women's literature class's decision to celebrate the end of the semester with a dinner at Greater Boston's women's restaurant. Named "Bread and Roses" after the famed Lawrence strike and alongside the political "Bread and Roses" which was then organizing women into consciousness-raising groups, this restaurant "for women and their friends" was founded in the early 1970s by a women's collective, served natural foods, and occupied the site on Hampshire Street, Cambridge, which next became Modern Times Cafe and is now Daddy O's Bohemian Cafe, not far from the women's bookstore, New Words.

Problem was, we had a male student in our group of 25 or more women, while the restaurant was clearly a "women's space"—so much so that it was renamed, not without controversy, "a restaurant for women and their women friends." We had to request permission to bring our sole male buddy along, and were given the back room where a long community table was laid out for us on the floor.

The rest of the evening was not newsworthy, but one more tidbit should be noted. Carolyn Heilbrun, under her pen name of Amanda

Cross, immortalizes Bread and Roses as a quirky women's commune owning and living above a restaurant, in her detective novel, Death in a Tenured Position. Gill Gane, who teaches at UMB and was one of the founding members, confirms that for a short while some of the women did live above it. Heilbrun, delightfully, makes them murder suspects, when Harvard's first female English professor is found murdered in the department's bathtub.

Mary Stevenson (Economics):

I arrived at UMB in the fall of 1972, when the Women's Studies Concentration was first being proposed. My doctoral dissertation was on the topic of women's wages and job segregation, and I was enthusiastic about developing an economics course on women's employment issues, to be cross-listed with Women's Studies.

When I first proposed this course to my colleagues in the College I Economics Department (all of whom were male), one of them responded immediately that he wanted equal time, and would propose a course on the economics of sports. The initial reaction of the other men in the department was less flippant, but still decidedly cool. They seemed rather dubious, and promised nothing, but told me that if I really want to spend the time and energy to come up with a course proposal and reading list, they would take it under consideration. I went off grumbling about the lack of support, but determined to demonstrate that this was indeed a legitimate area of inquiry. Ultimately, they agreed, and the course, Economics 394, *Economics of Sex-Segregated Labor Markets*, has been a standard part of the curriculum ever since.

Jean Humez (Women's Studies):

I had been teaching English literature (specializing in the Renaissance) at Boston University from 1970 through 1974. There I had some wonderful experiences working with a university-wide Women's Studies curriculum development group that included some newer faculty members like myself and Roz Feldberg of the Sociology Department, some seasoned veteran female faculty of great energy and daring, and a high-power group of American Studies Ph.D. students who would later make important contributions to the exploding new field of U.S. women's history (I remember in particular Laurie Crumpacker, Polly Kaufman, Lynn Weiner, and Barbara Hobson).

I had some great colleagues in the English Department, who supported the creation of a Women's Studies curriculum, but they were not in the majority at that time, and my own political skills were undeveloped. We did not win the day in the department. In the university as a whole, new President John Silber was reputed to be hostile to any academic movement influenced by contemporary progressive politics, such as Women's Studies clearly was. The climate for developing women's studies at Boston University was chilly, and I was more interested in women's studies by that time than in publishing my dissertation in English Renaissance literature.

Seven or eight months pregnant in the spring of 1974, I had given a presentation on a panel on feminist approaches to literature at a conference at Northeastern, where I had met Martha Collins on the same panel. She was a passionate and articulate poet and feminist, who worked in the English Department at UMass Boston (about which I knew zero at the time). Imagine my delight to hear, in the fall, with my daughter just a few months old, that a new faculty position had just been approved in Women's Studies at UMass Boston.

At my interview in the sparsely furnished room next to the Women's Studies Program office (Science Building, first floor), Ann Froines, Joey Horsley, Joan Liem, and student advisory board members Joan Bedinghaus and Adrienne Landau, were all present. I sat on the floor with them (in my memory, somehow there weren't any chairs in that room) talking about Virginia Woolf's feminism! The scene was delightfully offbeat, and I had a great time.

It has been a long-term pleasure to be able to do research and writing in a broader and more socially committed manner than was possible within my original field of academic training. And it has been wonderful to learn about the complex and strenuous and purposeful lives of most of the students I have known well here, and to convey to them as best I could the many possibilities they might explore in their future lives as thinkers and doers.

Mary Anne Ferguson (Professor Emerita, English/Women's Studies):

To me the best experience of Women's Studies was the cooperation among women faculty, something totally new to me. I had been one of three women in my Ph.D. program at Ohio state; I was one of six women full professors at UMass Boston. Becoming part of the early group of women's studies planners, then of the Advisory Board for the concentration, as well as a member of the New England Women's Studies Association, gave me a great sense of camaraderie

and loyalty which culminated with being a member of the ad hoc committee for Jean Humez's tenure recommendation in 1981.

We were inexperienced with personnel procedures, but Joan Liem, who had just won tenure in the Psychology Department, loaned us the dossier she had compiled for her case: five fat three-ring books. We modelled our case for Jean on hers—"documenting every time time she turned around," I said—including every piece of service, of writing, and of teaching evaluation. The result is history: Jean became one of the first tenured professors in Women's Studies.

An unexpected bonus of being on Jean's committee was realizing that the Black nineteenth-century Shaker preacher [Rebecca Jackson] whose works Jean edited for her first book, Gifts of Power, spoke directly to me. She miraculously acquired literacy in order to read the Bible. I had been teaching freshman composition for many years, believing that writing skill is a way to subvert the power of the elite. Jean's book validated those many pre-tenure years in the salt-mines of Freshman Composition.

Pam Annas (English):

I remember the excitement of the emerging Women's Studies movement in the early 1970s. After being involved in the beginnings of a Women's Studies Program at Indiana University, where I was a graduate student, I came to UMass Boston in 1974, where I found a few good women already teaching courses that had begun to redefine the parameters and the paradigms of disciplines like literary studies, history, sociology, anthropology.

I remember the packed classes, the diversity of the women (and an occasional brave or lost man), the passionate intellectual involvement, the sense of discovery palpable in a room full of women talking, listening, laughing, writing, crying, sometimes exploding. I remember the first *Writing As Women* course I taught in 1981, where women produced an anthology of their own writing which was published to some controversy in the student literary magazine Wavelength.

I remember the National Women's Studies Association conferences, their molten intensity, the panels our women's studies faculty put together each spring for the conference. I remember taking a group of women students to the conference one year, I believe it was at the Ohio State University. I remember the New England Women's Studies conferences and a workshop I did one year with theatre

director Bobbie Ausubel on working-class women's writing.

I remember the brown bag lunches, the dinner potlucks, where a Women's Studies Program and then a Women's Studies major gradually took form—amidst much good food and easy going conversation—shaped by the strategic talents of a lot of very astute intellects.

I remember reading at Mary Anne Ferguson's retirement party a poem by Irena Klepfisz about women becoming wild as we get older, making new forms of art, going out into the woods and baring our breasts to the moon. I hope Mary Anne has had an interesting retirement. And I wonder, some twenty-five years after the embattled beginnings of Women's Studies, will we become and are we still wild, unruly, pushing the boundaries, baring our breasts (metaphorically, of course) to the moon?

Elaine Morse (Women's Studies):

Thinking about my first experience with UMass Women's Studies folks reminds me of what my students from other cultures say about first-time experiences in the U.S. "Everything was so strange," they always say.

It was a cold dreary day in January 1982 when I went for my interview. I had been teaching anthropology at Boston State College for years, and in 1980 had finally finished my dissertation and received my Ph.D. At last I was a "real" anthropologist! Or was I?

During the UMass Boston—Boston State merger, I was fortunate that Women's Studies was interested in someone with experience in anthropology to teach in their program. "Are you a feminist, Elaine?" inquired one of my colleagues when I'd asked for a recommendation from her. "Well, um, I think so, yes, for sure," I replied. Privately I worried, "Can I be an anthropologist and a feminist at the same time? I've got a degree in anthropology, but I've never had any courses in feminism. Will they find out? What if they ask me this trick question at my interview?"

As far as I was concerned, the "they" were the two full-time faculty in Women's Studies, Ann Froines and Jean Humez. Imagine my surprise when I found not just Ann and Jean but a gaggle of feminists sitting around the table in the lounge, looking at me and introducing themselves. Calling themselves the Women's Studies Board. Some of them were even students! Ann and Jean had tricked

me.

My high anxiety continued throughout the interview, but I remember the great relief I felt that no one popped the trick question: Are you an anthropologist or a feminist? And at some point I found myself thinking, "So this is how feminists do it—in groups, a circle, with introductions and food. I can do that!"

Thus began my new career as a feminist anthropologist. Thanks to all of you.

Catherine Manton (Women's Studies):

I have always found it ironic that my interests in feminism and race relations caused nothing but trouble for me in the psychology department at my old college, and yet were the very same qualities that helped me obtain a position at UMass Boston. When I arrived on this campus, I was struck with the need to shed my previously adversarial stance with immediate colleagues. Now I could be involved with other women in cooperative efforts that best served our academic program. It was like dying and going to heaven!

Karen Lindsey (Women's Studies):

When Jean Humez asked me to teach a section of *Women and the Media*, I was thrilled. "You mean I get to talk about soap opera?" I said, and began rattling off the latest events in Llanview, Port Charles, and Oakdale.

"Now, Karen," Jean said gently. "You'll have to talk about other things as well—movies, rock music, even journalism."

In spite of Jean's unreasonable demands, the dozen or so semesters I've taught the class have been splendid. I've had a wonderful variety of students—including, one term, a mother and daughter duo. I've learned about my least favorite media form, modern film, from my perennial guest speaker, Sojourner film critic Kathi Maio. I've learned about Ani DiFranco and Sinead O'Connor from my students.

And I still get to talk about soap opera.

Mary Kay Cordill (Women's Studies):

Shortly after being hired in 1981, I found myself in Ann Froines' aging Volvo, with Jean Humez and several students, traveling to Columbus, Ohio, for the National Women's Studies Association Conference. Jean insisted that we stay at a very cheap backroads motel and that we find and wade in Lake Erie. She got her way.

Lots of conferences since. Jean, Ann, Polly Kaufman, Julia Grant and I shared one small state car, all the way to Orono, Maine, for a New England Women's Studies Conference. Conference sessions were powerful and touching, but my most vivid memories are of watching my travel mates contradancing late into the night, and eating wonderful, cheap pizza at a local cafe.

Elaine, Diane Webber [dian fitzpatrick] and I presented together at the 1990 Akron NWSA conference, against the backdrop of internal strife in NWSA and Nelson Mandela's first Boston visit. Dancing, eating, learning, weathering dissension, celebrating student and colleague's achievements, being overwhelmed by the growing scholarship in the field, marked conference after conference.

It wasn't really all that surprising to find a new booth in the exhibition area at the 1996 Conference at Skidmore: the Social Security Administration, offering to explain the benefits awaiting retiring feminists.

Lois Rudnick (Director, American Studies):

My fondest memories of Women's Studies revolve around the many ways in which the program and faculty have served as role models for the development of the program in American Studies. Women's Studies was a pioneer in many areas, among them taking on the difficult task of developing UMass Boston's first interdisciplinary major in a way that balanced a student-centered pedagogy with an academic and applied curriculum that could pass muster with both the College Senate and University Board of Regents. It was a struggle that brought out the best of their leadership qualities, from which I gained immensely as I set about following in their footsteps some ten years later.

I can't say strongly enough what it has meant to me and to the American Studies program to have had access to so many different elements of the trials (and sometimes errors) of the Women's Studies

major, and how much my program has benefited from the sagacity, tenacity, thoroughness, thoughtfulness, and good-humor of their experiences and their wonderful spirit of collaboration. Women's Studies is the model of what we should celebrate when we talk about "collegiality" as being a hallmark of our academic life.

Ann Froines (Women's Studies):

As we prepared for our 25th Anniversary activities, and I looked back at the list of graduates of Women's Studies, I reviewed my many memories of students I have known, admired, and respected over the years. Luckily I have a file of letters of recommendation; that helped me with my recollection process. Ah yes, she went into that program, that job. . .did she finish? As frequently happens to us college teachers, I was struck by the thought of what a privilege and responsibility it is to be an educator.

I've always felt that our graduates are women (and a few men) who've "made a difference" in others' lives, in their workplaces, and in their communities. Of course, I know their achievements cannot be attributed primarily to their experiences in Women's Studies courses. But we've contributed to their growth to the extent that we've dared them to demand more justice in society and encouraged them to search deeper in themselves for the source of their beliefs, or to explain more clearly their ideas.

Yes, I feel certain they are making a difference, and knowing this continues to inspire me, and many other educators I imagine, to look forward to meeting our new students every semester. So come on "third wave" feminists, "I'm-not-a-feminist-but" feminists, even anti-feminists, let's begin creating the Women's Studies project for the next 25 years!

The Women's Studies Founders' Award

The Women's Studies Founders' Award for Academic Excellence and Social Activism was initiated by Mary Anne Ferguson, Professor Emerita of English and Women's Studies, in 1990-91. Since that time, it has been supported both by her continuing contributions, and by gifts from many other faculty, alumnae, and friends of the Women's Studies Program. (A full listing of donors, this year's and past, appears below.)

One, or sometimes two, monetary prizes are made each year at the CAS Honors Convocation to winners of the Founders' Award. Graduating Women's Studies students are invited to apply for the award each year by submitting a personal statement, along with a letter of recommendation from someone with knowledge of the applicant's record of social activism. A committee designated by the Advisory Board reviews the applications and chooses the award recipients.

Social activism is defined broadly in determining eligibility for the award. Frequently the student recipients have both service for the Women's Studies program and other organizations on campus, as well as community-based work through internships, volunteering, and occasionally paid employment. Political and cultural activism, educational outreach, and social service work on behalf of women and girls are all included in the histories of our Founders' Award recipients, below. Our award recipients have also been concerned with poverty, homophobia, and other social issues.

Founders' Award Recipients, 1991-98

Theresa Fougere (1991)

Theresa Fougere, the first recipient of the award, volunteered at the Women's Center in her first years at UMass Boston. She co-facilitated a group for women survivors of sexual violence, raised consciousness on campus about pornography at the bookstore, and worked as secretary at the Women's Center. She also became involved in the organizing among students and faculty that led to a university-wide diversity requirement. (She represented Women's Studies as a student panelist at the campus-wide Conference on Differences of 1990, and she was part of a group of students who produced an informational videotape on diversity at UMass, for classroom use.)

Gail Otis, Jean Humez, Elaine Morse, and Founders' Award Recipient, Theresa Fougere.

Theresa also was active on campus in other roles. In 1990-91 she was coordinator of the Lesbian, Gay and Bisexual Center (LGB) on campus. In this role, she helped created the LGB Speak-out, contributed educational outreach pieces on homophobia to the Mass Media and to Prisma Magazine, and worked to expand the Pride week to a full month. Theresa served on the Women's Studies Advisory Board for three semesters, as well as the curriculum committee.

Lisa McMahon (1992)

Lisa McMahon was was co-founder of a support group for women vets in 1990, and she became very active in the Women's Veterans project at UMass Boston. She acted as Coordinator of the project in the spring of 1991, served on the editorial board of the project's national newsletter, and assisted Julia Perez in preparing for a national conference, *Women Who Serve*. In the spring of 1992, Lisa helped organize the photo exhibit *If They Could See Me Now*.

Lisa also volunteered extensively with the LGB Center, and served as UMass Boston representative at the *Northeast Gay and Lesbian Student Conference* (Spring 1991). She co-founded the LGB Speak-Out group, which did educational presentations on campus and in the community. She also served on the Women's Studies Advisory Board for three semesters.

In the greater Boston community, Lisa was an active member of the National Organization for Women, helping to plan the March for Women's Lives; and she volunteered in a home for adolescent teen girls in Dorchester, and for the Children's AIDS Project at Boston City Hospital.

Janet Mickevich (1993 co-recipient)

Janet Mickevich had been a member of the UMass Boston community for twenty years, as full-time employee and part-time student, when she was awarded the Women's Studies Founders' Award. She had served both on the Women's Studies Advisory Board and on the curriculum committee; and she was the first candidate in the Women's Studies Honors program (completing a fine honors thesis on the "delesbianization" of characters from novels in film adaptions). Janet served on a variety of other university committees as well, including the Faculty/Staff Union Grievance Board (1990-91), and in all these settings acted as a strong advocate in particular for members of the UMass Boston classified staff (the majority of whom are women).

Her community work included interning as a volunteer in the Elder Day Care Center at the Laboure Center in South Boston, and publicity and advocacy work on behalf of the South Boston women's softball team on which she played for many years. (Notably, she enlisted the support of then Senate President William Bulger in getting the Park Department to allow the women's team access to a

Janet Mickevich helps us cut the cake at the 25th anniversary party, October 28, 1998.

popular playing field that, as she put it, "the men's teams had come to see as their own.")

Caroline Siderius (1993 co-recipient)

Caroline Siderius had worked in the airline industry as a flight attendant for eight years before coming to UMass Boston. She became involved in 1990 with the Association of Flight Attendants, and worked on a successful campaign to establish a union and get it voted in. In part as a result of seeing how dramatically the attitude of management toward flight attendants changed after this victory, Caroline changed her major from History to Women's Studies, in order to prepare for a career of working for women's rights.

Mary J. Preskenis (1994)

Mary Preskenis returned to school as the widowed mother of five grown children. She had already shown her interest in community service, through co-founding COPE, a grief ministry aimed at helping widows adjust to the death of a spouse. Always interested in writing, her original objective when she transferred to UMass Boston from Mass Bay Community College was to pursue a career in journalism. After taking a first Women's Studies course, Mary developed an interest in feminism and women's issues, and decided upon a major in Women's Studies.

With Caroline Siderius, Mary conceived a plan to help older returning students make the adjustment to life at UMass Boston, in the spring of 1993. Mary spent the summer designing the Women's Studies Mentoring Program, which matches student mentors with newly returning students, and offers training to the mentors and a series of workshops on university support services to the mentees. Mary directed the program through her final year at the university, and largely as a result of her work, the program has continued to serve UMass Boston students ever since.

Mary went on to study Gerontology at UMass Boson, and received the Manning Certificate in 1996, and then a certificate in Advanced Gerontology for Social Policy in Aging.

Kimberley Courtney (1995)

Kim Courtney transferred from Smith College to UMass Boston,

and completed a certificate in elementary education along with her Women's Studies major. During her four semesters at UMass, she displayed a passion for teaching and mentoring, and in particular for helping underprepared or economically disadvantaged students realize their full potential.

Kim taught in the university's summer Directions for Student Potential program, which serves as a bridge to university work for low income, academically challenged students. She brought a violence prevention program into a first-grade classroom in the Boston Public Schools, and in this same setting created an adventure club for girls, designed to help promote their self-esteem. She tutored and offered self-esteem workshops at a Catholic school in Dorchester, and during an internship at the Lasell College Center for Women in Public Service, planned a curriculum on gender education and women's leadership, designed to prepare undergraduate women to serve as tutors and mentors for girls.

France Grady (1996 co-recipient)

France Grady returned to university studies at UMass Boston in 1992, and completed a Women's Studies major and Psychology minor. Strongly dedicated to preparing for a career in guidance counseling for adolescents, France completed a plan for a substantial research project on mother-daughter relationships in her Women's Studies research course, and presented her research results at the first UMass conference for undergraduate research (held at UMass/Amherst in 1995).

In addition to her service on the Women's Studies Advisory Board, and the curriculum committee, France was a Women's Studies mentor. She also put her convictions into action in several community-based organizations. She was an active member of, and a speaker for, PFLAG (Parents, Family and Friends of Lesbians and Gays), a national organization of education, advocacy and support. She also volunteered with the Human Rights committee, an organization dedicated to protecting the rights of mentally retarded persons.

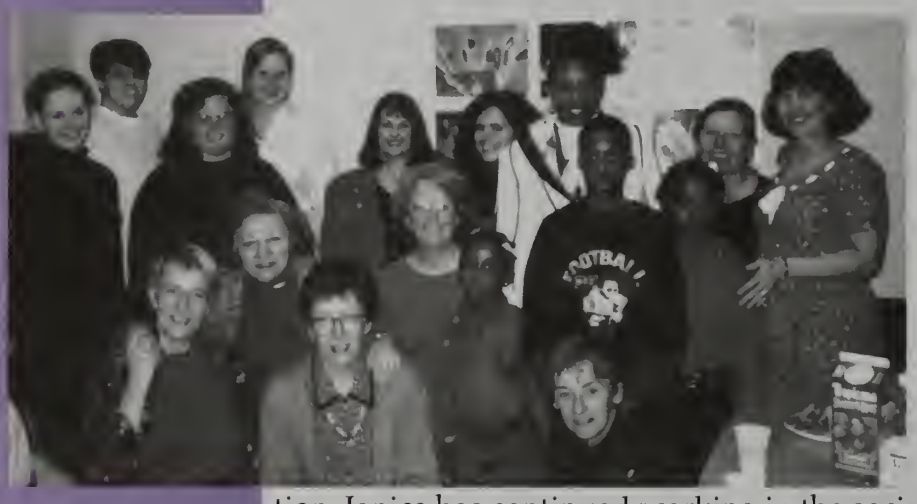
France went on to complete an M.Ed in Counseling at UMass Boston (receiving the Award for Outstanding Achievement in Counseling in 1998). She is now working in the College of Nursing.

Janice Wells (1996 co-recipient)

Janice Wells earned the Founders' Award in recognition of many manifestations of her social activism, both on campus and in the community. She was one of the Women's Studies majors who helped

launch and support the Mentoring Program, a peer support program designed to help returning students achieve their educational goals at the university. She was a member of the Women's Studies Advisory Board, and as an offshoot of her activities there, she became a member of a student-faculty group that worked for over a year to develop a new upper-level course on gender and sexual identity, ultimately called *Beyond Heterosexuality*.

One manifestation of her community-based activism was Janice's volunteer work and internship at Rosie's Place, the Boston-area drop-in center and shelter for poor and homeless women. She was also politically active through the Boston Women's Action Coalition (WAC).



Two Founders' Award recipients appear in this 1996 graduation party line-up: France Grady and Janice Wells, back row, 5th and 6th from left.

Since graduation, Janice has continued working in the social service arena in San Francisco, where she has worked as a case manager in a shelter for homeless women and children and victims of domestic violence. She is currently working as a field supervisor for an agency providing supportive services to low income housebound seniors and people with disabilities, and is contemplating pursuing a Master's in Social Work at San Francisco State University.

Gail O'Brien (1997)

Gail O'Brien was drawn into service for the Women's Studies program through her participation in the Mentoring Program, first as a mentor and then as the Student Coordinator of the program. She worked to stabilize the mentoring program's funding basis, by successfully transforming it into a Recognized Student Organization (RSO).

Off-campus, Gail worked as a substance abuse counselor in a residential program, and in an internship placement with the Quincy District Court Probation Department's Operating Under the Influence Team. She was also a volunteer teacher, working with physically challenged and learning disabled young people through the Read Collaborative in Middleboro.

Since graduating, Gail has continued her social services work in a number of settings, and has enrolled in the Instructional Design M.Ed Program at UMass/Boston.

Bonnie Lepene (1998 co-recipient)

Bonnie Lepene returned to complete her college education "after thirty years as a mother, community activist, homemaker, wife, and travel agent." She was a stellar academic role model and a warm and effective mentor to other women students at UMass Boston, serving for two years in the Mentoring Program.

Through the Women's Studies internship program, she worked at Career Connections Collaborative, a community-based agency which helped women moving out of homeless shelters or off welfare prepare for employment.

Christa Lyons (1998 co-recipient)

Christa Lyons, who completed majors in both English and Women's Studies, won two creative writing awards in her senior year and earned Honors in Women's Studies.

Her on-campus work in support of other women students included tutoring in Freshman English and service on the Women's Studies Advisory Board. Through an internship placement at Sojourner, the Boston-area women's newpaper, Christa found a way to support feminist cultural and artistic activities, while considering the attractions of a possible career in writing.

After graduating, she was offered a full-time job in advertising/sales at Sojourner, where she says she is currently learning "the bizarre politics involved with selling ad space to mainstream businesses."

Christa Lyons and Bonnie Lepene at the Honors Convocation, spring 1998.

Past Contributors

Randy Albelda
Jeannine Aucoin
Julie Baker
Sally Baker
Harriet Beeman
Elaine Bierman
Henrietta Bourgeois
Jane Breen
Jane Holland Brennan
Jan Brown
Leah Brown
Diana Burgin
Joanne Callahan
Kathleen Cannon
Carlotta Chartier
Sarah Ciriello
Amy Cohan
Martha Collins
Ann Cordilia
Valerie Corrente
Wendy Desmarais
Susan DiMatteo
Estelle Disch
Linda Dittmar
Doreen Drury
Janet Fender
Mary Anne Ferguson
Ann Froines
Lisa Galasso
Zelda Gamson
Thalia Genes
Enya Gracechild
Linda Gordon
James Green
Geraldine Griffin
Caryl Haddock
Ellen Harrington
Judith Harris
Martin Haskell
Jean Humez
Ely Phleck Hsu
Robbyn Issner
Lenore Jackson-Pope
Sheila Keenan
Eleanor Kennedy
Rosemary Kirwin
Lisa Kohn
Linda Kovecses
Joanne Leppanen
Catherine Manton
Judith McGee
Nancy McKerrow
Elaine Morse
Linda Morrison
Gail Otis
Ann Philips
Claudia Pietropaolo
Elizabeth Pike
Mary Preskenis
Patricia Ann Randich
Amy Rewakowski
Rebecca Richmond
Nancy Ellen Roy
Jain Ruvidich-Higgins
Ron Schreiber
Tim Sieber
Joanne Singer
Judith Smith
Mary Huff Stevenson
Marilyn Stern
Sharon Stichter
Shizuko Suenaga
Valerie Voner
Jennifer Rose Ward
Janice Wells
Barbara Ann Zani

Thanks to This Year's Donors!

With your help, we have qualified for matching funds. The total endowment amount will now be over $15,000.

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Acknowledgments

Many people have helped us with this year's special fundraising efforts and with the celebration party for the Founders' Award Endowment. We would especially like to extend heartfelt thanks to Chancellor Sherry Penney for her continuous support over the years, and this year in particular for the work of her skillful and dedicated staff—Gail Hobin, Ed Toomey, and Ralph Tucker in particular—for helping us arrange and throw a wonderful celebratory party on October 28, 1998.

Susan Davis, of Alumni Affairs/Development, has been an invaluable guide as we planned and worked on the 25th Anniversary fundraising.

Shauna Lee Manning has made it possible for the program to consider an undertaking of this size during the busy academic year, and she has helped plan and design this commemorative booklet. Her energy, intelligence, attention to detail and unfailing dedication to the goals of the program have brightened our lives in many ways in recent years, and this is a good opportunity to extend our heartfelt thanks.

Thanks also to Jackie Cornog for assistance with MacIntosh Pagemaker, and to staff of the Learning Center and Central Reprographics, for help with this commemorative booklet.

The Chancellor and a wonderful group of our graduates joined us for our 25th Anniversary celebration on October 28, 1998. Back row: Shizuko Suenaga, Christa Lyons, Theresa Fougere, Ann Froines, Mary Preskenis, France Grady, Gail O'Brien, and Kimberly Courtney; front row: Catherine Manton, Chancellor Sherry Penney, Jean Humez, and Elaine Morse.

We continue to derive inspiration from our Founders' Award foremother, Mary Anne Ferguson, seen here in a photograph made in 1997.

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